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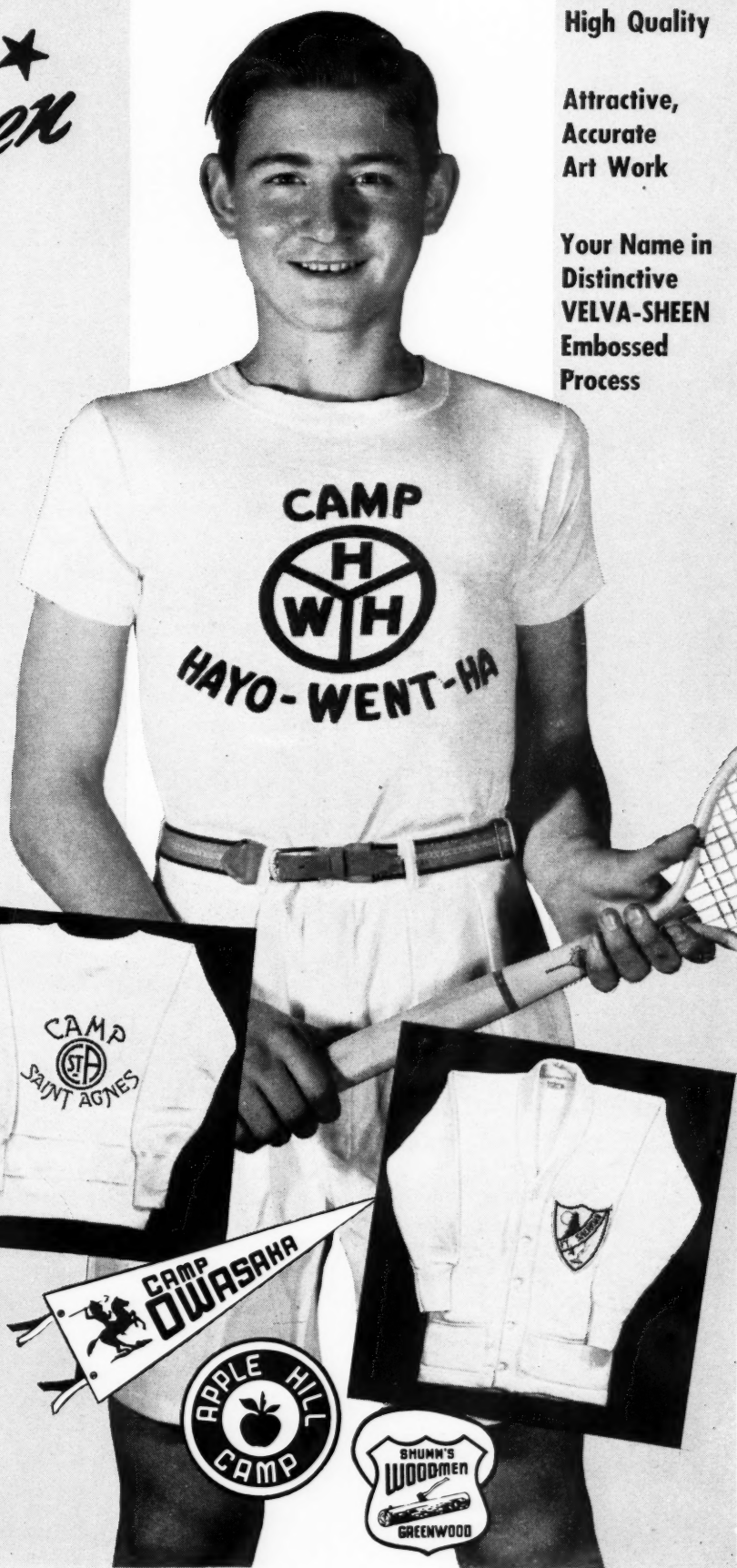
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In-Camp Counselor Training

By Raymond Donelson

Assistant Director, Camp Greentop

THE FEBRUARY, 1947, issue of "Camping Magazine," devoted largely to consideration of counselor training courses and pre-season education of staff members in general, led me to wonder what happens in the matter of staff training after the camp season gets under way.

Pre-season training given in the average good counselor training course is most valuable for staff members whether they be experienced or a novice, but this kind of training cannot supplant that given in camp. In-service training, as well as pre-season training, has its place in the education of counselors and each has its own unique contribution to make. It is the purpose of this article to point out the phases of counselor training which can be undertaken best when counselors are working at their job.

When a camp counselor attempts to apply some of the ideas he has gained by reading or by more formal types of counselor education, he runs up against problems not in the book — problems of locale, of differing camp organizations, of special program activities, of "children with problems." Somehow, particularly to beginning counselors, these problems are a lot more specific and consequently a lot harder to solve than were those he read about or discussed in training groups.

It is at this point that a well

planned in-service training program takes up the task of further counselor education by relating previous training of the staff member and bringing it to bear on his present problems. It is here that very careful guidance must be supplied, not only that the counselor may continue to grow, but also that he may see that what he has learned is really useful and applicable to the solution of his problems and not something to be thrown overboard as worthless. Too often, discouraged counselors are ready to jettison their ideas and theory because they don't seem to work when what they need is a little change in technique, or a little more persistence, or a fresh appreciation of the fact that working to effect changes in human beings is a very slow process, or maybe additional principles which their previous training has not given them.

How can the director charged with many responsibilities during the camp season best carry out this necessary training? Long experience in the task has convinced me that there are three main channels through which this training can flow. These three channels are: (1) staff meetings — either the entire staff or subgroups of the staff; (2) individual conferences between a staff member and the person in charge of training; (3) demonstrations by the director in charge of training, or qualified members of the staff, in the various phases of camp program. These are the

channels through which the training reaches the trainee. What flows through the channels in the form of training material is determined by the needs of the staff as a whole or the needs of an individual counselor. This, of course, presupposes careful supervision to determine real needs.

Staff Meetings

Staff meetings are the occasions when those problems affecting the camp as a whole are discussed, when proposed changes in program are weighed against the underlying philosophy of the camp, when issues affecting the various departments are brought before the group, or when some evaluation of program or procedures needs to be undertaken.

For meetings of this kind an agenda should be prepared and issued to each member of the staff far enough in advance of the meeting so that he can be prepared to participate. At times it is helpful to include in this agenda specific requests to staff members to come prepared to present problems they have which bear on the topic to be discussed. It should be made clear to all that, time permitting, additional items not on the agenda may be brought up for discussion by any member of the staff. It hardly needs to be added that this agenda should include more educationally significant items than the method of handling laundry or the new schedule of counselor duties. Too often staff meetings deteriorate into little more than a discussion

of trifling matters. Such a discussion could better be handled by having a few staff members work out a plan to be submitted to the group or, if no change is involved, by having the material duplicated and distributed.

The material to be discussed is important for a good staff meeting; so is the manner in which such discussion is carried on. All of us, I am sure, are giving lip service to the idea of democratic procedure, but I am not so sure that real democratic procedure has found its way into many staff organizations. The staff meeting is one of the points at which this can be checked. If decisions reached do not represent the opinion of a majority of the staff, then democratic procedure is being honored in the breach. A truly democratic staff meeting is one in which the director may find himself among the minority at times. He may find himself defending his views vigorously — good training for the director incidentally — and still being outvoted in the final decision. In these cases, he must be satisfied to abide by the group decision. The only exceptions the camp director need make in regard to abiding by majority opinion are those which might endanger life or property or those which run counter to policies of the organization or directives of the camp committee.

Conducting staff meetings in this manner, besides having the merit of being democratic, is highly educational. Free discussion, provided there is a nucleus of the staff well grounded enough in basic educational, psychological, and sociological principles to see that the new ideas and procedures are properly evaluated in

the light of these essential principles, is an educational technique of the highest order.

What has been said of staff meetings applies with equal force to meetings of smaller groups within the staff, except that at such group meetings the scope of the issues considered is necessarily narrower. Such groups generally discuss only questions with which they alone are concerned although occasionally questions of wider application are brought up, in which case they are referred to meetings of the staff as a whole. In our own camp the scheme of having junior counselors take over running the camp for an evening evolved in this way at a meeting of the junior staff members. It was discussed there and then presented and accepted by the staff meeting as a whole.

Individual Conferences

A most disquieting thing happened to me once because I postponed too long a conference with a junior staff member. This particular junior was doing a good job and, because of this, I put off talking to him about his work for what at the time seemed good reasons. When I finally conferred with him, he was amazed at the good report I had written about him. He had been under the im-

pression that his work was not good and that he was a failure. I was horrified by the fact that this youngster had worked along under the conviction that his work was so poor that he would not be asked to come back another season. My apologies for the situation could never make up for the handicap of a feeling of inferiority under which he had labored. The experience taught me never to take for granted the fact that a staff member is able to evaluate properly his own work.

Individual conferences have a most important function in any in-service program. It is in such conferences that the directors come most intimately in touch with the many threads which, woven together, make the cloth of completed program. It is in these conferences that an individual has an opportunity to discuss his own unique problems, to talk about his strengths and weaknesses, to present his ideas, to express his fears and hopes, to ask for approval or suggestions concerning proposed courses of action.

At this level also, to a large extent, staff spirit and morale is made or broken. For this reason the skill required and the time consumed by individual conferences is well justified even though in some such conferences there is

THE CAMP Director who plans and carries out a good program of in-service training will note its effects in the quiet satisfaction and greater sense of adequacy of staff members.



little of staff training in the strict construction of the term.

Demonstrations of how various phases of program should be conducted should be given for the benefit of staff members when the need for such help is indicated. These can be one of the most effective methods of in-service training. Their use gives the director an opportunity to show, rather than to tell about, how a particular situation may be handled.

This type of training is particularly valuable in teaching staff members proper group-work procedures. The steps in the group-work process of proposing, planning, carrying through, and evaluating are intricate and very difficult to explain until the staff member has seen the process actually worked out in a real situation. He then finds the idea not so hard to grasp and is in a better position to apply the proper techniques in future situations.

A demonstration must be handled tactfully so that neither children nor staff members feel that a counselor has failed and that therefore the director has taken over the reins. This can be done, however, and the counselor gains certain skills and techniques which cannot be developed by other methods alone. The fullest measure of growth for the counselor occurs when the demonstration is interpreted and evaluated for him afterward by the person who has done the demonstrating.

The camp director who plans and carries out a good program of in-service training will be rewarded many times over for his efforts. He will note most easily the effect of such a program on the daily running of camp with its problems of camper adjustment and happiness. I state that he will note this most easily because it is quite apparent to anyone that, other things being equal, the better trained staff will conduct the better program. The thing he will not note so easily, but which will be there nonetheless, is the quiet satisfaction and greater sense of adequacy of staff members who are developing to greater stature through wise training and guidance.

Pre-Camp Demonstration Group

By Jerry Heyne
Sherwood Forest Camp

IF YOU believe that actual demonstration is better than reading about it, you will bend a sympathetic and interested ear to the CDG—Camper Demonstration Group.

Alfred H. Wyman, executive director of Sherwood Forest Camp at Troy, Mo., believes he has found a practical way of training counselors in pre-camp, in-camp sessions. His formula calls for the components of a regular camp set-up on a small scale.

The idea, not original, but unique in its application, evolved last spring. Working on the theory that an actual demonstration group was the only way to train personnel so that counselor adjustments to the running mechanism of camp would not require one whole week out of the four-week session, Mr. Wyman and Alvin L. Spitler, camp director, mapped out the details.

A group of nine boys, five from one agency and four from another, were brought in for the pre-camp sessions. Staff and counselors numbering close to 30 were scheduled to be with the boys at various times. As many opportunities as possible to be with the boys were given each counselor. He saw them when they worked, when they carried on club meetings, when they swam and hiked. One veteran counselor was named to remain as regular leader for the boys during the whole length of their stay. In this way the trainees had experienced leadership to observe. In this way, too, the campers had one person "to call their own," to depend upon.

Observing Sherwood's philosophy of democratic group living, of learning by doing, the campers created their own activity slate. Five of those boys had had no organized club group experience. The others had had it. New counselors actually saw the amalgamation of the two factions, saw one natural leader bow to the supremacy of another.

While this "field work" was going on, with two or three counselors observing, the remainder of the staff attended discussions, lectures and general informational review meetings. In this way they learned the basic principles on which Sherwood is founded. Here, too, they had ample opportunity to "hash over" behavior problems actually observed in the camper demonstration group. They came to recognize a problem, to size it up and to know how to tackle it.

Undoubtedly those nine campers who had had no camping experience knew that they were being used for training purposes. However, they never once showed any antipathy to counselors because of it. Case workers' reports later showed exceptionally favorable reactions from the boys who had been "CDG's." One of the agencies which sent them asked to "up" its quota from five to 15 campers to be sent for the regular four-week session.

Counselors' reactions were varied. On the whole, the older counselors and those who had gone further in education and experience were enthusiastically in favor of it. A few of the younger ones failed to see the full value of the plan. Their objections were:

1. There should have been more time allotted each counselor for observation. Scheduling could have been better.

2. When they were with the group, they missed lectures which they felt were valuable.

Far from being a kind of panacea, this pre-camp training is regarded by Mr. Wyman as a valuable innovation, worthy of being a yearly occurrence. It has combined processes which educators look upon as sound. It has given a firm groundwork to those counselors who come to camp without having read their counselors' manual and without knowing what to expect.

This is the Record

By Helen Northen

Former Director, Camp Carondowanna, YWCA, Pittsburgh

EACH camp has different problems and conditions which necessitate approaching the development of a system of record keeping in terms of its own needs. Records are a means to an end — not an end in themselves — and it is only as they serve to improve the work of the camp and make possible evaluation of its program and services that the time and energy spent on them can be justified. Most counselors have difficulty in writing records. They rationalize their inability to get them done by saying they are too busy or they are too interested in the youngsters and the program to be concerned with writing about them. It is not until we become convinced of their value, by seeing how they help us to do a better job, that we are able to find the necessary time.

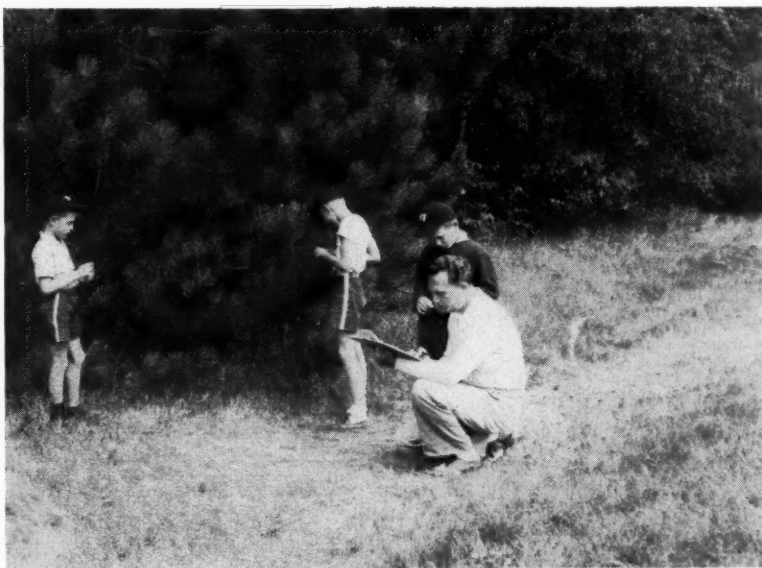
One of the kinds of records most frequently used in camps is that which shows the progress and development of the individual camper. The length and form these records will take depends, to a large extent, on the purpose and philosophy of the camp. For instance, a camp for crippled children might want records which are heavily weighted with information about the child's adjustment to his physical handicap, his health in camp and the kind of activities his physical condition

made it possible for him to participate in successfully. A camp for children who are emotionally disturbed might emphasize very detailed information about behavior which would help the psychiatrist to diagnose and treat the special problems of individuals. Most camps operated by social agencies will want summary records containing sufficient material to help the staff follow the camper's development in a helpful way, evaluate the meaning of the experience to the child, be useful to the next counselor, or helpful to club leaders, parents, or case work agencies when the child returns to the city. In this way the summer camp experience becomes better integrated into the year-round recreational or counseling program of the camper.

Every good counselor continuously makes little mental notes about what he sees and hears about his campers, and stores them somewhere in his mind for future use. The more he can understand, the more he can help the camper. But, it is humanly

impossible to remember everything important that happens in a busy day at camp. Therefore, most counselors find it helpful to jot down, in a running record on each camper, the information and understanding they gather from day to day. There is no formulated practice for what such jottings should contain. The possibilities are endless and challenging. A counselor notices that Sadie, who appears shy and awkward, does not enter into cabin conversation for the first three days. After the first day she does, however, begin to participate in activities with the group. On a hike, she has a chance to cook the piece-de-resistance. She has made a place for herself in the group.

Tommy, a seemingly very popular boy of 12, has a reputation for being the wit of the camp. As the counselor begins to jot down what he notices about Tommy's relations with other campers and staff, he begins to realize that it is not good for him always to be so humorous. He can never express what he really thinks or knows or feels, but can only joke about it. He seems popular, but is he really happy? When he is elected to represent the campers in giving a speech on visitor's day, he fails miserably because, put in a position where he can't succeed



NATURE counselor keeps a day-to-day record of campers' progress

by being funny, all his fear and insecurity are revealed. As the counselor jots down these observations from day to day, his supervisor can begin to help him to understand better what makes Tommy act as he does and to realize that his dependence on humor as a social prop is fundamentally bad for him.

It is not only the records that the counselor keeps that are useful to him in planning a good individualized experience for the camper. It is also the way in which he uses record material available to him—material from the camp registration card, the health examination blank, forms filled out by parents, records from the previous summer.

From the registration card, health examination blank, and parent's cooperative information sheet, the following facts about a camper are learned.

Joyce was a new camper, age 13, in the eighth grade, from a small town in Western Pennsylvania. She and her parents were born in Germany; the father was Jewish, the mother Christian. She had one younger sister, age nine. She was not a member of the agency operating the camp, nor had she ever had a club experience. Her recorded interests were: reading, drawing, attending movies, and listening to the radio. Her parents hoped the camp experience would give her: (1) new friends, (2) an interest in sports and other activities, (3) a good time and (4) help her to get along better with other people. Camper was referred by the parent of a former camper who had had a happy camp experience. She requested no campmate.

With this information on hand, Joyce was placed in a cabin of girls her own age, mostly without previous camping experience, and one in which there would be other girls coming alone without special friends. She was placed in a cabin with one of the most experienced and skilled counselors.

In a conference with her supervisor, the counselor had an opportunity to discuss the available record material. The counselor made some notes about Joyce—that she would be coming alone,

from a different town than most of the campers, what her interests were and the fact that they were mainly solitary rather than social ones. She thought Joyce might need some special help in making friends. She wondered if the parents' statement might not indicate that Joyce had had difficulty in getting along with other people. She wondered how the child had adjusted to being a refugee and whether or not she had been affected by differences in the religions of the parents.

The counselor's first jottings included the following remarks: "My first impression was that Joyce was not an attractive child. She held her head down and would not look directly at me. She was wearing a sun-bonnet meant for a much younger child and her skirt was much longer than the others wore. She had come alone on the bus. The very first day I noticed that she kept pretty much

ance by the cabin group less and less. She became very angry at times and often hit the other girls or teased them mercilessly. The counselor records:

"Later that afternoon when I went down to paint the canoes, I asked Joyce if she would like to go with me. She did and as we painted I asked her if she were happy in camp. She said she wasn't. She was never happy. She told me how pretty and well liked her sister was; how she felt she wasn't wanted at home or school, that she had no friends, that girls at home didn't like her. She didn't think the girls at camp liked her either."

As the counselor studied her continuous jottings she became able to accept the camper fully, and give her affection, and individual help.

Things went on more smoothly for a short time, following which Joyce began to develop physical

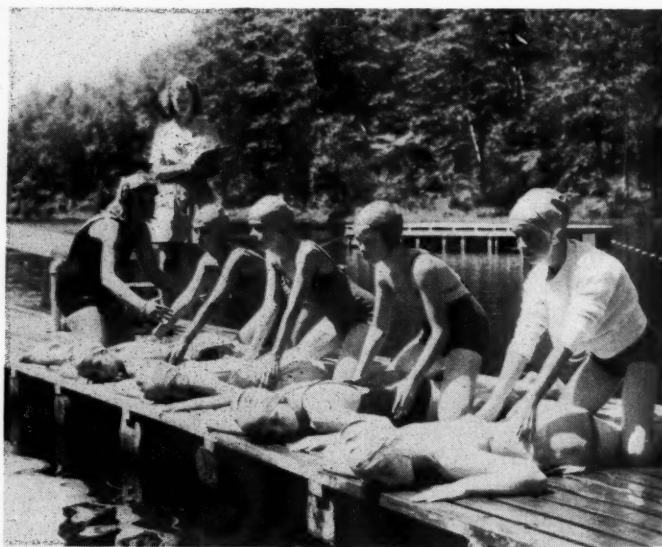


CHART keeps track of camper's life-saving ability and swimming progress

to herself. Her table manners were noticeably bad and she ate far too rapidly. There were no special difficulties until Saturday. I was gone, and the substitute counselor had a hard time. Joyce went from one girl to another during rest hour, annoying them, writing on them with colored pencil, and disturbing what they were trying to do. When I returned, everybody in the group told me how bad Joyce had been. Joyce just grinned."

During the next few days, Joyce's behavior became more and more difficult and her accept-

complaints — tiredness without cause, poison ivy, headaches, ear aches. She became more untidy, refused to bathe herself, and would not participate in activities planned by the group.

When the mother came to visit Joyce on Sunday, the counselor had an opportunity to discuss Joyce's behavior with her. The mother shared with the counselor her feelings about Joyce and her difficulties. She reported that Joyce had been referred to a University for psychological examination last winter, that the family had not followed up on the sug-

gestions made, but was interested in getting further help for Joyce. Permission was obtained from the mother for the camp to secure the results of the examination.

The report from the University provided the camp with much more detailed information to aid the counselor in working with Joyce, and lent support to the counselor's own observations.

Joyce stayed on for four weeks. There was some gradual improve-

great help to the clinic in giving Joyce treatment she needed.

In a situation as difficult as this, the results might have been disastrous had the counselor not made use of all available records, jotted down significant things as they happened, and frequently analyzed this material and made her plans for working with the child accordingly.

Another kind of record which is helpful to counselors and the

whole has decided. And so on, indefinitely. In order to help the individuals and the group as a whole, the counselor must remember these things and figure out—again with the help of the supervisor—what to do about them.

In a girls' camp, a counselor returned from a co-ed hike very discouraged. The girls had planned so carefully, their hopes were so high, yet somehow things didn't go just right. Her supervisor suggested she write a record. Perhaps together they could discover what disease the activity had—what would be necessary to insure that the girls have a good experience the rest of the summer. Perhaps, the staff could discuss this record as a basis for learning about planning co-ed activities so as to avoid similar mistakes in the future.

When the record was written, containing information about the planning process, how it was decided to have a co-ed trip, what kind of preparation was done with the cooperating boys' camp, the organizational details, the reactions of individuals to situations, what the counselor's role was before and during the trip itself, there was a wealth of information to be used as a basis for discussion. The counselor, in discussing the record, saw that:

1. Jane, an attractive Negro girl and the only one on the trip, had not been sufficiently prepared for this experience. Her records revealed that she was from the South, that this was her first interracial experience, and that being expected to feel secure with white boys was more than she could take at this time.

2. Insufficient clearing had been done between camps. It was agreed that both camps would send interracial groups. At the last minute, a change was made at the boys' camp, but the girls' camp was not notified.

3. Choice of some games was bad. The girls tried to compete with the boys, but were physically unable to do so in some of the more strenuous ones. Also, Jane's sensitivity was increased when the boys insisted upon calling a game "Nigger Baby" rather than by its technical name.

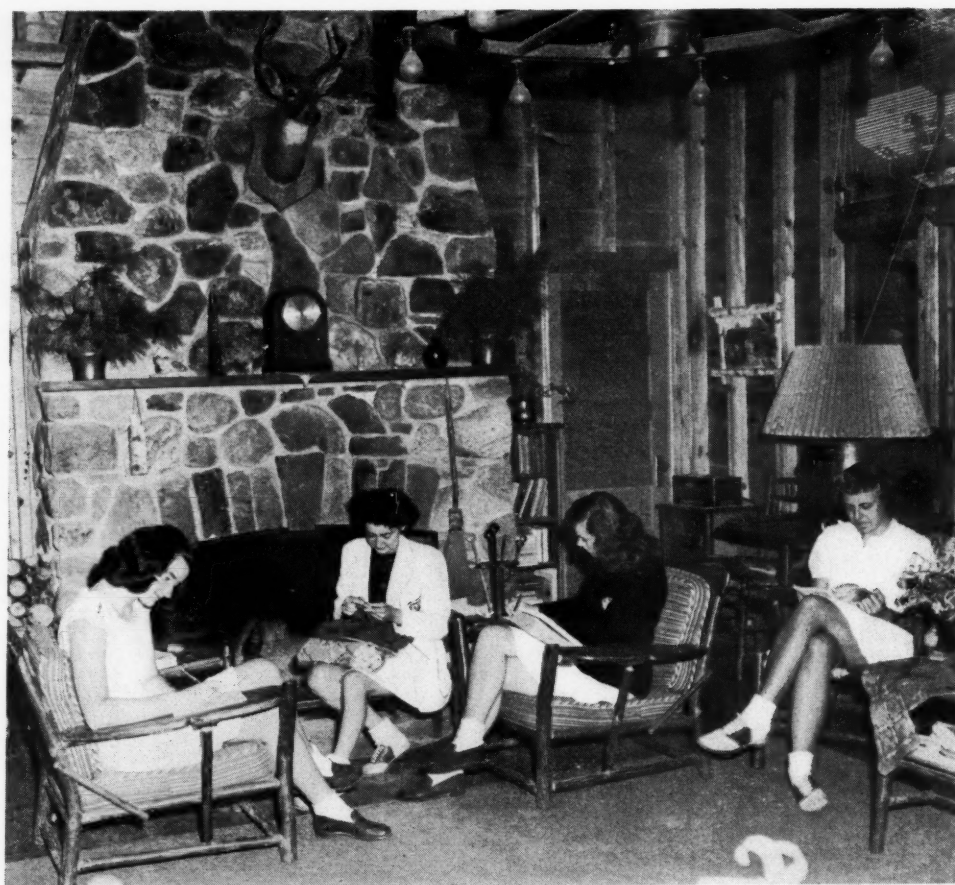
(Continued on page 31)



A RECORD of the plans and activities of a cabin group is helpful to the counselor in charge of it

ment but at times there were also serious set-backs, when she became very aggressive, and was determined to have her own way with the group, or escaped by running away for hours at a time, and withdrawing from participation. She was always sorry for her behavior and would punish herself by denying herself privileges, running away, refusing medical treatment from the nurse, scratching her poison ivy until it was raw, and banging her head against the wall. Yet, she was very eager to please, responded to kindness and affection from counselors, was sympathetic of other children when they seemed unhappy, and generous. She became more and more friendly and cooperative, loved camp, and wanted to remain for a longer time. There was continued work with the mother, both during camp, and after Joyce returned home. Plans were made with the parents to refer Joyce to a child guidance clinic. The summary prepared by the counselor and director, from the complete records kept, was of

camp administration is that of the activities of a tent or cabin group. Whenever such a group plans its program, many things happen. Decisions are made, arguments arise. Bob doesn't want a three day hike—everyone else does. Johnny gets mad at Howard. Ernie, the council representative, forgets to report that the cabin wanted a Spook House at the Carnival; Bernie makes a suggestion for the first time which receives enthusiastic acceptance by the group as a whole; the two Negro campers are silent while the others talk about inviting a girls' group over for a dance. At first glance, many such unrelated incidents seem to have little connected reason. However, as the counselor gets to know individuals and their interests better, these incidents begin to fit together and to take on meaning. Bob isn't always opposed to cabin plans—it is only when Bill makes the suggestions, as he usually does. Ernie only forgets to report to the camp council when he doesn't agree with what the cabin as a



We Put It in Writing

**A camp manual used as an
aid in counselor guidance**

By Carrie F. Sinn

CONFRONTED last winter with the fact that only nine counselors out of a staff of 30 were returning to our camp the following summer, we were really disturbed. To try to teach all that we wanted our staff to know in the few days of the pre-camp training period would have taken more ability and much more time than we had at our command. Therefore, we decided to put down on paper many directions and explanations that we felt were important.

Discussing, writing and rewrit-

ing took a lot of work but when the job was finished and we began to use the book, we knew that it was probably one of the most valuable additions that we had ever made to our camp administration; for it saved us untold hours of explanations, as well as the constant repetition of directions that can be so wearing for a busy executive.

Ours is a loose-leaf note-book, seven by ten inches, and in its first edition comprises 30 pages. On the flyleaf are the names and addresses of the directors, and the

fact that the book belongs to camp, must be kept clean and is returnable at the end of the summer. On the second page are important items, including the exact location of the camp, and the addresses of the post office, telephone, telegraph and express office as well as the rail, bus and auto routes that serve the camp.

The first chapter deals with the history of the camp, how it came to be founded, its subsequent growth and something of the background and experience of the directors. This is followed by a description of the camp's place in the community, and the goodwill that has been built up through the years, with a plea that each new staff member will continue this fine tradition.

The second chapter stresses the camp's aims and ideals. We state frankly what we stand for, and what we are trying to accomplish. We point out that developing character and learning to become

a useful and happy member of society is far more desirable and important than just learning to excel in a few athletic or art skills.

We explain how we handle the campers and that we must understand them in relation to their home environment. We say that we consider it necessary for each counselor to have consideration, sympathy, a sense of humor as well as good manners, and that we hope she will pass these attributes on to her charges. We mention the joys of making new friends, and also how "crushes" can be treated to the best ends.

We state that we are aware that our staff has rights, which we respect, and we enlist their co-operation and understanding of their problems, as well as those that do not directly touch them. In closing this chapter, we voice the hope that they will get something fine out of their summer with us, as well as giving us of their very best.

The next chapter deals with practical matters. A complete orientation of the camp grounds, the buildings, their names and uses, as well as their location, follows. Health is then discussed with instructions on what to do in case of accident or illness, functions of the nurses and location of dispensary and infirmaries.

There is a long and detailed explanation of the home units — the bunks and tents — how they are arranged, use of their equipment, housekeeping plans and duties, when the counselor must be in her cabin.

From here we go to the dining porches and mention meal procedures, including seating arrangements, waiting on table, serving and clearing. Counselors are told of our rotation system which allows each of them a certain weekly number of meals at a staff table free from any duties. We tell when and where between-meal snacks are served, laundry arrangements, how repairs are to be reported and all about our General Store, where necessities are sold and a shopping service is maintained.

There follows a complete explanation of our program and how it is put together each day.

We point out where the staff can find out about its assignments, and we append a schedule of a typical day with a warning that typical days are rare. Here, too, we explain time-off for the staff, going-to-church arrangements, and what uniform and clothing should be brought to camp. Special duties, such as swimming duty and campus care at night are outlined, and we tell where these schedules may be found. We explain the use of the camp cars, and the staff sitting room and we do not hesitate to say what is taboo and why. At the end of the chapter we list a few safety rules that everyone in camp must observe.

The last chapter is the Summary, where we state what we expect of our staff and what they may expect of us. High among our expectations are good mental and physical health, and the ability to teach the skills for which each counselor is engaged. Furthermore, we expect a fine degree of loyalty, tolerance, maturity and a sense of justice as well as a

sense of fun, and always an open mind. From the director the staff may expect interested and helpful guidance, consideration and cooperation and always availability when the need arises. In closing we stress one of our favorite concepts, that the camp can only be as good as its counselors, and that the camp experience must be a rich and rewarding one, to be of use to the counselor as well as to the camp.

We sent this handbook to our staff early in May, so that they could have time to familiarize themselves with it before coming to camp. All our counselors agreed that their early and easy adjustment to camp, and their work during the summer was made much simpler because of this book, to which they could refer at all times. Its uses were infinite, and no day passed that someone did not quote from it. It was fun to write this book, for putting our ideas on paper clarified them for us, and in evaluating them, we found ways to improve things in the future.

6 Don'ts for Directors

By Dr. Fritz Redl

1. Don't do much anticipatory talking about what children are going to be like.
2. Don't scare new counselors by use of too difficult examples.
3. Don't use too much negative criticism of examples; this is likely to make them feel confused.
4. Don't try to show how smart we camp directors are all the time.
5. Don't forget to say often enough "I don't know either." Let them feel that we, too, have to search for correct solutions to problems.
6. Don't organize counselor training material too much along lines of logical sequence. Let it be a little disorganized—which is the way counselors meet problems when dealing with real life children.

Improving Counselor Selection

By John A. Cooper

Four tests which help the director to determine the type of work for which counselors are best fitted and have greatest aptitude.

THIS IS one of the major problems faced by practically every camp director or camp committee at this season of the year. Our YMCA Counseling and Guidance Service has developed a screening process for the selection of all counselors for "Y" camps in the St. Louis area, which has proven of inestimable assistance to the camp director. He is no longer limited to his subjective judgment in making his selections, but has, in addition, the results of objective measurements. He is also given an interpretation of the test results, as well as recommendations, by a trained member of our staff. This not only aids him in deciding which applicants should be employed, but also permits the placement of each chosen counselor in the type of counseling work for which he or she is best fitted.

It has been suggested that we give a detailed picture of the operation of our screening process, to permit camp directors and camp committees to consider the advisability of instituting a similar program for their future selection of counselors.

Each applicant is required to fill out and submit an application blank, which gives a rather complete picture of his personal, educational, social, and leadership qualifications. Applicants meriting consideration, on the basis of this information, are then given a battery of four tests. These tests can be administered, scored and interpreted by a lay individual; however, to receive maximum

benefit from the test results, the layman should solicit the help of an individual trained in testing and not attempt to do it himself until he has had practical experience in test administration, scoring and interpretation.

Prior to the administration of these tests the administrator should be cognizant of proper orientation of the testee and proper testing conditions. Each applicant should be given an appreciation of the value that the test results can be to him, as well as the director, and he should not be given the tests if he has the feeling that this is something that he **must** take. The tests should be administered in a room permitting maximum quiet, ventilation, lighting, etc. The individual who works better under pressure is the exception rather than the rule.

We would like at this point to forestall criticisms of individuals critical of the value of testing: (a) "Test results do not give a complete picture and selection should not be based on them." True, when selection and placement is based entirely upon test results. However, we use these test results merely as a tool, to give us objective data to substantiate or disprove our subjective judgments. Also, we do not satisfy ourselves with the mere basic test scores, but study the answers of the testee to different items on the test. (b) "Why only four tests? That's only part of the pic-

ture." Again we say, true, but this is a screening process and not an effort to do a complete advisory

job. There are numerous other valid and reliable tests which could be of further value, but there is a limitation both in time and expense. After very careful study of the many tests on the market we decided that the four tests chosen, from the standpoint of practicality, would be of the greatest value and give us as complete a picture as necessary.

I will now try to give you an understanding of the value and use of each of these four tests.

I. Henmon-Nelson Test

These tests are published by Houghton-Mifflin Company and cost 81 cents for a package of 25. There is a test for college students (Forms A & B) and another for Grades 7 to 12 (Forms A, B & C). Of the many valid and reliable intelligence tests on the market, this one was chosen, due to its ease of administration and scoring. After giving the applicant an understanding of the directions, he or she is given 30 minutes to complete as much of the test as possible. There is little question as to the value of knowing the applicant's level of intelligence in the selection of counselors. It can also be of definite value in choosing the type of counseling the counselor is capable of doing. It is far from usual to find an individual of below average intelligence making a good counselor (intelligence quotients falling between 90 and 110 are considered



PREFERENCE record measures amount of interest counselor will manifest in each of nine vocational fields.

average). I must also warn the layman that, in interpreting or discussing the test results with the applicant, he must avoid giving the intelligence quotient. Instead, he should confine himself to giving a picture of the applicant's general level of intelligence, such as normal, superior, very superior, etc. This is the general conclusion and advice of reputable psychologists, since very few people have the ability to properly interpret the raw intelligence quotient.

In addition, do not eliminate the applicant from consideration for camp work because he or she is of low average or less than average intelligence. Do not forget that you are going to need other workers such as: kitchen help; dining room help; a boat-house attendant; someone to clean up the camp grounds; etc.

II. Kuder Preference Record

This text is published by Science Research Associates. Test booklets, which can be used over and over, cost 48 cents each; answer pads to be inserted into the booklet for each applicant, cost eight cents each; and profile sheets, which present a percentile graph of the applicant's scores and facilitate the interpretation,



LEFT—A good crafts counselor can stimulate in the campers a lasting interest in creative work.

cost two cents each. After briefly going over the directions with the applicant, the test is self-administering and there is no time limit. The test is scored by merely counting the number of punches that fall within the circles, for each section. In fact, with but little instruction, the applicant can score this test and draw his or her own profile graph. The test measures the amount of interest an individual manifests in each of nine different vocational fields, namely: mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The results can be of material value to the Camp Director in deciding the type of coun-

selor work which will be most "up the applicant's alley." For example: Nearly all applicants should have a high social service interest (60 percentile and above) to make a good counselor; the applicant with a high mechanical interest would probably work well with the motor boats and other machinery, as well as in the camp craft shop. However, it must not be forgotten that this is merely a measure of interests and does not determine his or her aptitude for that type of work; but it is usually the case that the individual will show appreciable aptitude in the fields of greatest interest and they will usually enjoy counselor work to a greater extent and do a more satisfactory job, if it involves working in a field in which they have a definite interest.

As you can see, many different combinations of interests are possible and the manual for this test gives different fields of work in which the applicant is most likely to succeed, for all of the possible combinations.

III. Bell Adjustment Inventory

These tests are published by the Stanford University Press, and cost \$1.75 for a package of 25. There is a student form, (for high



JOHN A. COOPER

His undergraduate work was at Franklin and Marshall College and his doctorate in psychology and education at Pennsylvania State College. He has been a successful football coach, a college professor of psychology, and director of rehabilitation and counseling in an Army hospital and penal institution. He is now psychologist with the Counseling Service of the St. Louis YMCA.

school and college students) and an adult form. The student form provides four separate measures of personal and social adjustment, namely: home adjustment, health adjustment, social adjustment, and emotional adjustment. In addition to these four measurements, the adult form measures occupational adjustment. In each of the adjustment measurements, excepting social, the individual's score places him in one of the five following categories: excellent, good, average, unsatisfactory, very unsatisfactory. The social adjustment classifications are very aggressive, aggressive, average, retiring and very retiring. The directions for the test are easily understood and there is no time limit. The value of the results on this test, in the selection of camp counselors, is quite obvious. For example: a less than average showing in social or emotional adjustment is not likely to predict a successful camp counselor. In like manner, the applicant who falls below average in occupational adjustment, on the adult form, is a poor risk.

IV. Allport Study of Values

This test is published by Houghton-Mifflin Company, and costs \$2.10 for a package of 25. It is self-administered, non-timed, and can be scored by the examiner or examined. The test aims to measure the relative prominence of six basic motives in one's personality. It might be considered a measurement of the individual's philosophy of life or the amount of emphasis he or she places in each of the six fields, in making a decision on a question or problem. The six fields, with an explanation of the meaning of each, are as follows:

1. Theoretical. The major emphasis of the theoretical man is

the discovery of pure truth. He is critical, rational, and of scientific or philosophical mind. His chief aim in life is to order and to systematize his knowledge.

2. Economic. The economic man characteristically emphasizes what is useful. His is the typical American business man's attitude. What good is it? What is it worth? This type is thoroughly practical.

3. Aesthetic. The aesthetic man sees his highest value in form and harmony. He need not be a creative artist but he emphasizes beauty and each experience is judged from the standpoint of grace, symmetry, or fitness.

4. Social. The major emphasis of the individual rating high in this category is on the welfare of others. He is kind, sympathetic, and unselfish. He places highest value on love of people.

5. Political. The political man places major emphasis upon personal power, influence, and renown. He is forever striving to reach the top in his vocation or other field of endeavor.

6. Religious. The religious minded person places major emphasis upon the moral or ethical, in his consideration of things. He need not be affiliated with a church or a regular attendant, yet he sees something divine in every event of life.

The value obtained from a study of the applicant's graphic standings on this test are numerous. For example: all counselors should stand high (60 percentile or above) on the social, and applicants for positions in church camps or those of religiously affiliated organizations should stand high on the religious as well; a high rating on the scientific would predict success in conducting training in nature study or other

scientific subjects; the aesthetic minded should work well in handling the arts and crafts shop; a high economic rating would merit consideration for camp store operator; and applicants standing high on political, who will not usually also stand high on the social or religious (or both), will not often merit consideration for employment.

The screening can be made more accurate with the addition of aptitude tests in the fields of work to which the applicant is to be assigned, or with the use of a test of teaching aptitude, since counseling work most nearly parallels the work of a teacher. Also the Cardall Test of Practical Judgment is an excellent measurement of the applicant's ability to use good judgment when faced with a new situation.

Testing from the angles of development of new tests and improvement of testing techniques, is still in its embryonic stages. No tests have yet been devised that will give us an adequate measurement of cooperation, enthusiasm, or ability to get along well with others. Each of these is an important qualification of the camp counselor. Although the Bell Adjustment Inventory measures these qualities to some extent, especially with the study of answers to respective individual test items, it does not measure them in their entirety. It is necessary, therefore, that the individual who is interested in using tests, as a tool in the screening process, keep abreast of the times. For example, the Camping Department of the National Council of the YMCA has recently developed a camp counselor's application blank with which they are experimenting. This form includes test material in the interest, personal, social and adjustment fields. Further information on this blank can be obtained from Mr. John A. Ledlie, of the National Council Offices, 347 Madison Avenue, New York. It is altogether possible that two, three, or five years from now all of the tests outlined in this article will be passe and will have been replaced by tests giving a much more comprehensive and adequate picture.

The Food Outlook

for 1948

By Chester A. Halnan
U. S. Department of Agriculture

Outlook for 1948 (as compared to last year)

Item	Supply	Price
Meat		
Beef	Moderately smaller	Higher
Pork	Moderately smaller	Higher
Lamb and mutton	Somewhat smaller	Higher
Chicken	Somewhat smaller	Higher
Dairy products		
Eggs	Smaller	As high or higher
Fluid milk	Little change	Somewhat higher
Evaporated milk	Moderately lower	
Butter	May increase a little	
Cheese	Moderately lower	
Fats and Oils		
Lard	Smaller	
Edible Vegetable Oils	Little change	High but fluctuating
Wheat and wheat products	Little change	Continued high
Sugar	Somewhat larger	
Fruits, fresh		
Grapefruit	Slight increase	Little change
Oranges	Slight decrease	Slightly higher
Apples	Little change	
Apricots	Larger	
Grapes	Continued large	
Pears	Continued large	
Peaches	Continued large	
Bananas	Larger	
Fruits, Canned		
Grapefruit	Sufficient	
Pineapple	Slightly smaller	
Fruit Cocktail	Slightly larger	
Fruit Salad	Slightly larger	
Apples	Little change	
Apricots	Slightly smaller	
Peaches	Little change	
Pears	Little change	
Fruit Juices		
Orange	Sufficient	
Orange and Grapefruit	Sufficient	
Grapefruit	Sufficient	
Fruit, Frozen	Slight increase	Lower
Fruit, Dried	Larger	
Vegetables		
Canned	Little change	Little change
Fresh	Larger	Lower
Potatoes	Adequate	Little change
Beans, dried	Ample	Little change
Peas, dried	Ample	Somewhat higher

I HOPE I can be of service to you in bringing you a glimpse into the food supply and price situation for the coming year. My remarks are based on the latest information and research by Department of Agriculture crop reporters and economists; but I want you to keep in mind that at this time in Washington and elsewhere, many important problems regarding food are being considered. The way these problems are decided will greatly affect the future of our food supplies and their cost.

Here, then, in the accompanying chart, is the food picture for 1948, as we see it at this time.

Although I am aware that you have all had long experience in buying food, I might remind you that fresh fruits and vegetables in season are almost always good buys and less of a strain on the budget than items which are short or out of season.

Throughout the year there are always some foods that are abundant or relatively so, and those are the foods to which particular attention should be paid. The area offices of the Production and Marketing Administration issue lists every month of foods that are abundant in the various regions of the country. These lists include every type of food that is expected to be in plentiful supply for that month.

Our office in New York City is now sending that bulletin to a mailing list of over 9,000 persons, businesses and organizations every month, and we will be glad to add you to the list. There is no charge for it. If you live outside the area served by the New York Office, we will refer your request to the appropriate PMA office for your locality.

Besides this monthly abundant food list, we also issue a weekly Newsletter about food and other agricultural commodities. This, too, is a valuable guide to supply and price conditions, crop prospects, legislation and Governmental action affecting food and other agricultural commodities. It is a complete round-up of production and marketing news in brief, compact style.

Abstracted from a speech presented at a recent meeting of the New York Section of the ACA.



Techniques in Guiding Camper Conduct

CAMP IS A cooperative community. It is governed by rules and regulations which, through years of experience, have been tested and found to be desirable for camper welfare. Most campers adapt themselves to these established "campways"—they conform to the camp "mores" and make socially acceptable adjustments.

Some, however, find it difficult to adjust their behavior to the group standards. These campers exhibit such unsocial behavior as bullying, lying, quarreling, unwillingness to accept duties or to follow democratically selected leadership, stealing, pretending sickness, or withdrawing.

The camp administration will assist in the happy adjustment of campers if the program is in accord with camper interests, is flexible, well organized and supervised; if bunk groups are selected in accordance with proper age groupings; campers and counselor participate in planning and selecting activities; administration is guided by democratic principles; adequate camper records are available for counselor study; adequate care has been exercised in the selection and training of counselors.

What personal characteristics, preparation and understanding should the counselor have in order to adequately equip him to

guide camper conduct into channels conducive to the welfare of the individual and the group?

The counselor will make his maximum contribution to the prevention of unsocial camper attitudes if he is adequately trained to supervise young people; is mature and emotionally stable; is democratic and not dictatorial; shows no favoritism; considers the individual differences of his campers, places the welfare of campers above personal desires.

Prevention of deviations from socially acceptable conduct is dependent on the relationship between camper and counselor. The counselor should aim to establish a friendly relationship wherein



GIVE the camper coaching in those activities which he likes and in which he can hold his own. If he is not forced beyond the range of his abilities, he will be successful and happy

other campers; get some of the campers to "show him the ropes." Be informal and unobtrusive. Get him to learn the boys' nicknames and give him a little special attention, like helping him to unpack or make his bed.

Give the camper plenty of opportunity to explore new things. Acquaint him with the camp activities and "campways."

Give the camper plenty of opportunity to exercise his desires. Get him to tell you about himself, his interests, his hobbies, what he enjoys doing, what he wants to do at camp. Keep a record of his progress.

Show approval and appreciation of what the camper is doing. Do this even if by adult standards it is not interesting or important.

Never make a camper feel inferior. Respect his wishes, feelings and desires, even if they are not in accord with yours.

Never force the camper beyond his capacity. Give him coaching in those activities in which he wishes and should be able to excel. If he does things within the range of his ability, he will be successful and happy.

Give the camper plenty of opportunity to learn independence and to take responsibility. Suggest lines of interest that involve responsibility and from which he can get satisfaction and recognition. Give him responsibility commensurate with his ability. Remember—there is nothing more discouraging than failure.

Be consistent in order to avoid bewilderment and confusion in the camper.

Avoid punishment and a feeling of fear. Discuss behavior with an attitude of fairness and understanding. This should result in an understanding by the camper of the probable cause of his difficulty and of its implications for others as well as himself. It should lead to a satisfying concept as to what kind of a person he might be, and to a constructive plan of action for adjustment.

Answer the questions of campers honestly and frankly without giving more than the child asks for or is able to understand.

Problems should be treated as much as possible as essentially normal in order not to focus at-

tention on any deviation. Ignore unsocial behavior insofar as it is practicable. Present a calm approach when the camper evidences something out of line with your ideas or camp "mores." Give recognition to the camper's better behavior.

If all the weaknesses in the counselor and camp administration have been corrected and behavior problems do crop up, it is safe to assume that the cause may be due to some illness which is not apparent to the counselor or camp administration, or to compensation for some physical handicap. It may be due to reaction to his home environment, or it may be mischiefousness which is normal in all healthy youngsters, or it may be due to a number of other causes.

In the comparatively short period of the camp stay it may not be possible for the counselor or camp administration to completely adjust the camper to group living. This is particularly true if the cause of unsocial behavior is found to be in the camper, for some conditions are deep rooted in the camper's home background and are the result of conditions unknown to the camp. If this is the case, the camper probably requires treatment over a longer period of time and under the supervision of personnel more technically trained to handle such problems.

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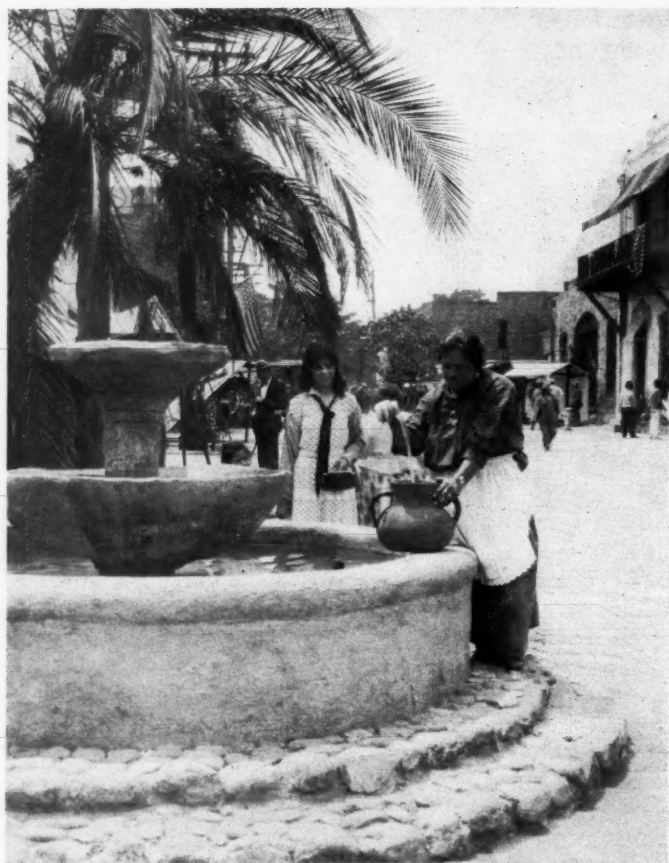
Cact

By S. Theodore Wool

the camper accepts the counselor as guide and leader because the camper is convinced that the counselor, through a wide knowledge and experience, can help him to new and interesting experiences.

If the following principles motivate the counselor he will establish himself as an understanding, unbiased friend to whom the camper can turn for counsel and assistance.

Make the camper feel secure, wanted and appreciated. Meet the camper immediately upon his arrival at camp. Greet him in a friendly way. Tell him you are glad to see him, to have him in your bunk. Introduce him to the



ONE of the tours planned will take you to the famous Olvera Street with its interesting old-world atmosphere

Headline Speakers

The complete convention program will appear in the March issue. In the meantime we can tell you that the main speakers will be:

Stewart G. Cole, Executive Director, Pacific Coast Council on International Education;

Hedley Dimock, Dean, George Williams College;

Wes Klusmann, Director of Camping and Special Events Service, Boy Scouts of America;

Fritz Redl, Professor, School of Public Affairs and Social Work, Wayne University;

Roy Sorenson, General Manager, YMCA, San Francisco;

John Studebaker, U. S. Commissioner of Education;

along with other recognized camping authorities.

Come to the ACA

Main Topics For Discussion

The topics for the main sessions will include—Horizons for Youth Leadership; a Spiritual America through Camping; The Role of the School in the Development of Camping; The Art of Camp Staff Supervision; One World through Intercultural Experience in Camping; Primitive Camping; Camping for Handicapped Children; Community Planning for Camping.

Small Group Sessions

There will be Panels, Symposiums, Discussion Groups covering a wide variety of camping problems and led by key people in the camping field.

Kindred group meetings will be held on Monday, March 22—the first day of the Convention, providing an opportunity for your group to get together.

Luncheon meetings for special and standing national committees of the ACA will be on Tuesday and Wednesday, with a luncheon for the ACA Executive Board and Sectional Presidents on Wednesday, March 24.

The ACA Executive Committee will meet on Friday, March 19, with the Executive Board meeting on Saturday, March 20.

Special hospitality features

A snack bar at the convention, serving fresh orange juice . . . California fruits—to eat! . . . Informal tea on the campus of University of California . . . “Welcome Amigos” night, featuring a Spanish fiesta, colorful songs and dances, Spanish gaiety and festivities . . . Spanish barbecue in the out-of-doors, intriguing foods cooked and served in truly “native” style . . . Convention banquet in the Biltmore Bowl, Hotel Biltmore . . . Easter Sunrise Service in the Hollywood Bowl—Easter Sunday, March 28.

Biltmore Hotel, Los Angeles

March 22 through 25, 1948

A National Convention

What the well-dressed woman will wear

A special note to those women who have asked what the well-dressed ACA Convention-attender should wear: California days are apt to be warm and the nights cold, when a top coat is in order. Suits and informal street wear advised. Informal evening attire for banquet night.

Transportation Ideas

Take the family **car**. Get together with other Conventionites and pool transportation westward. National oil companies can help plan your itinerary.

Many routes are available by **train**. Why not join others from your own or nearby sections? Railroad representatives stand ready to help on schedules or reservations.

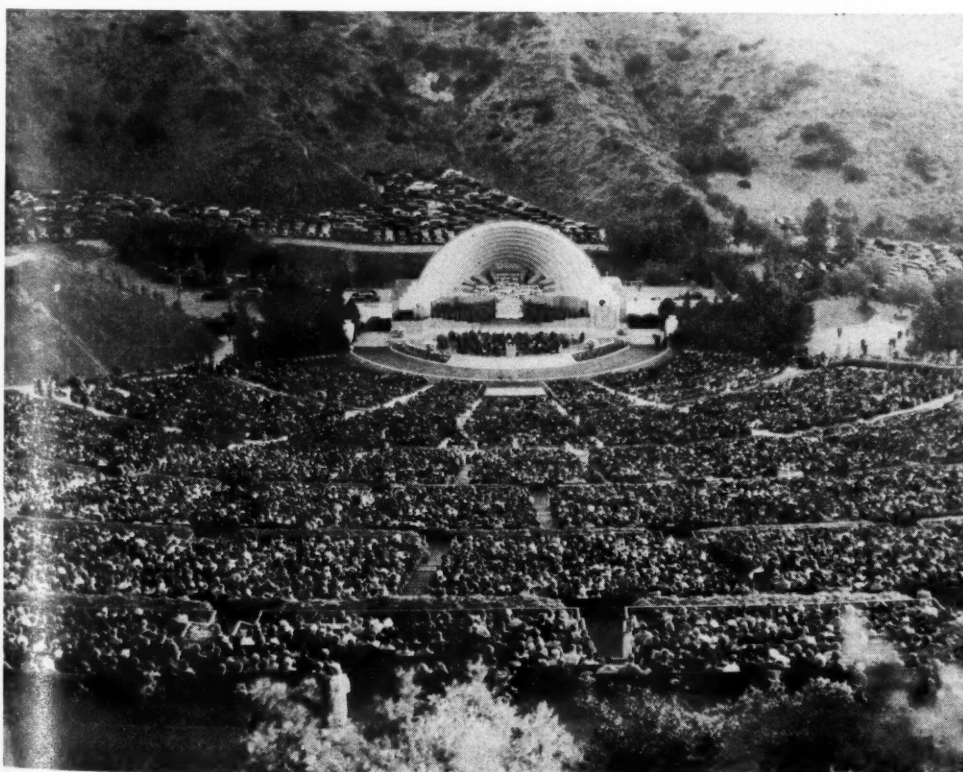
See the country by **bus** while you travel. Fare is usually lower.

Plane travel is time-saving for those who have full schedules and must make a hasty trip of it.

OR — how about a leisurely **steamer** cruise through the Canal?



EAST entrance of Mission San Gabriel Arcangel, established in 1771 by the Franciscan Fathers and in use ever since



Planned Tours to

- Camp sites
- Motion Picture Studios
- Tom Breneman's Breakfast in Hollywood
- Radio Stations
- Southern California Missions
- Catalina Island
- Olvera Street
- Padua Hills
- Knotts Berry Farm
- Farmers' Market
- Huntington Library
- Nearby beaches, orange groves, resort areas

ONE of the features of the convention will be a sunrise service in Hollywood Bowl on Easter Sunday morning, March 28

Leadership Training Workshop Report

By Hugh Ransom, Chairman
ACA Leadership Training Committee

FIFTY woodchoppers attended the Leadership Training Workshop at Oconomowoc, Wis., in November, 1947. The chips certainly did fly as the eager beavers dug in, under the direction of Dr. David DeMarche, to produce some practical and useful material for improving camping courses. A report of this workshop was covered fairly comprehensively in Gerald Burns' "Across the ACA Desk" in the January issue. Numerous colleges and universities, ACA Sections, agencies and camps, have been requesting materials and guides in their efforts to improve camp leadership education and training. The Workshop publications have been designed to help meet their needs. These publications represent only the initial effort to make available aids to improve camp leadership. They will need

to be expanded to cover other areas of camp leadership such as courses in nature recreation, crafts in camp, aquatics and waterfront, music in camp, dramatics and campfire programs, games and story telling, understanding the individual for specific age levels, camp nursing and nutrition, and others. We also need to develop correspondence courses and counselor-in-training programs for which a need has been increasingly apparent in recent years.

In order to develop these courses and guides, the assistance of ACA Sections and camping people across the country is needed to (1) set up study committees to develop such courses, and (2) to send the findings to the ACA Leadership Training Committee so that additional publications can be made available by

ACA to everyone interested in using the material.

It is hardly possible to have yearly ACA Leadership Training Workshops, but Sections or regions could tackle some of these areas and thereby make a very important contribution toward improving camp leadership. If ACA Sections or camping groups are engaged in such projects or will undertake one, please notify Hugh Ransom, Federation of Social Agencies, 519 Smithfield Street, Pittsburgh 22, Pa.

Camp Leadership Program for the 1948 Convention

Three sessions on camp leadership will be presented at the Convention in Los Angeles, March 22-25, 1948. In the order of their occurrence they are as follows:

Tuesday, March 23, 12:00 noon—
Luncheon

Program to be announced
later

Wednesday, March 24, 9:00 a.m.

General Session

Speaker—Dr. Hedley S.

Dimock

Subject—New Horizons in

Camp Staff Supervision

Wednesday, March 24, 2:00 p.m.

Small group meeting

Program—A symposium

Subject—Improving Leadership

CONVENTION REGISTRATION FORM

Return this data to

ROY P. FERDINAND, Registration Chairman
American Camping Association Convention
729 So. Figueroa St., Los Angeles 14, California

March 22, 23, 24, 25, 1948

AMERICAN CAMPING ASSOCIATION
NATIONAL CONVENTION
THE BILTMORE HOTEL

The return of this reservation at the earliest possible date will enable us to provide better for your convenience and enjoyment during the convention.

We (I) wish to register for the

Entire Convention Beginning Monday, March 22 through Thursday, March 25.

☐ \$22.50 includes all meetings, the Opening Dinner on Monday, Convention Banquet on Tuesday, and the Closing Luncheon on Thursday.

Balance of Convention—Beginning Tuesday, March 23

☐ \$16.00 includes all meetings Tuesday, Wednesday and Thursday, Convention Banquet on Tuesday, and the Closing Luncheon on Thursday.

Balance of Convention—Beginning Wednesday, March 24.

☐ \$8.00 includes all meetings Wednesday and Thursday and the Closing Luncheon on Thursday.

Reservation fee of \$10.00 (per person) must accompany this application. No refunds for cancellation can be made after March 1, 1948. Make all checks payable to AMERICAN CAMPING ASSOCIATION CONVENTION COMMITTEE.

HOTEL ACCOMMODATIONS

All hotel accommodations should be made through the Convention Registration Committee.

To forestall confusion and delay, you are urged to register at your hotel on Sunday, March 21, while choice accommodations are still available and to assure your attendance at the opening meetings of the convention on Monday, March 22.

The following accommodations are available:

The Biltmore Hotel, 515 S. Olive St.

(Convention Headquarters)

☐ Doubles \$9.00 to \$12.00 (Doubles rate for single occupancy).

☐ Double bed

☐ Twin Beds

☐ Suites \$15.00 and \$20.00.

Alexandria Hotel, 210 W. 5th Street,

(3 blocks from Convention Headquarters)

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Consider the Counselor

By Margaret Grayson
YWCA, Flint, Mich.

Aye, the counselor's life is a hard one, verily. For, as counselor, she will be lifted up and placed upon a pedestal and her behavior copied—and woe to her should she have feet of clay. Yea, what is more difficult than being a living pattern for the young?

She may never say, "Wake up, and dress for breakfast," the while she happily burrows under for just one short snooze, lest she waken later to find her cabin blissfully sleeping through the breakfast gong. When she charges her children always to be

on time, she has doomed herself to a life of promptness, for she dare not speak thus and then come straggling.

She may not lift her voice in anger at the campers, lest they in turn shout lustily at each other.

Before she inspects the cabin for smooth beds and a clean floor, her own small room must be immaculate. And how is she to look behind the ears for cleanliness unless she herself is scrubbed and neat and shining?

Though the hike be long and the path be dusty, she may not moan nor make lamentation. Nay, her voice should rise right merrily, helping to keep others in good spirits. If the group be beset by a barking dog, a snake or a spooky noise in the bushes, her hair may not rise nor her voice quiver. She stills the chattering of her teeth and her outward calm restores peace and poise.

True, much is expected of the poor counselor. She must see with the imaginative eyes of childhood, yet at all times use the sane judgment of maturity.

She must have faith and enthusiasm, courage and humor, understanding and tact. She not only needs initiative herself, but should know how to bring out the initiative of others.

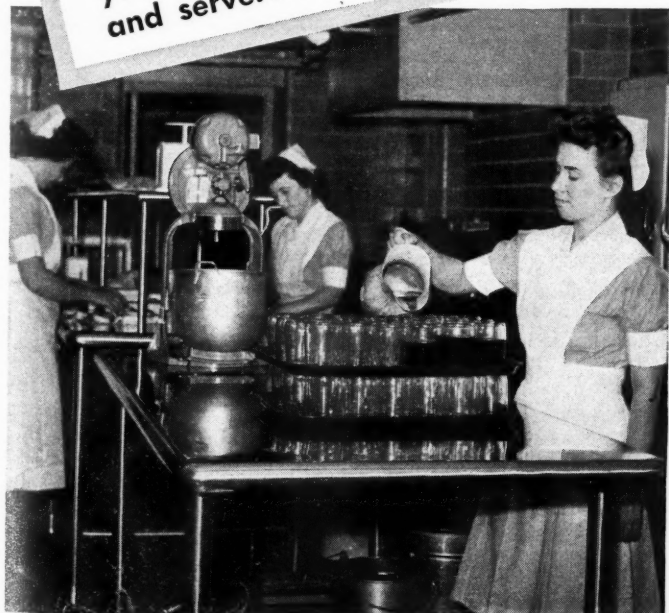
The campers may play while she must labor — and when at last she seeks the solace of a tennis match or a canoe trip, or a good ping pong game, those places are likely to be overflowing with children.

Great is her responsibility, many her tribulations; and yet, the good counselor would not change places with a Duchess of the Kingdom. For warmth is in her heart and a great joy. She has security and affection as being the loved leader. Recognition of her worth and abilities is given unstintingly by her campers. Her power in influencing others is great. She is adventuring in the most exciting of all endeavors, helping to mold the plastic of childhood into firm good citizens.

Aye, the life of a counselor is indeed hard—and intensely rich, and deeply satisfying.

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The Role of

CAMPING IN EDUCATION

Foreword

Early in 1946 Mr. A. Cooper Ballentine, then Chairman of the Program Committee of the ACA called my attention to the advisability of having our organization state its policy or adopt a resolution pertaining to the role of camping in public education in the United States. Mr. Ballentine pointed out that public school camping was becoming the greatest single force in the expansion of organized camping and that the ACA should take an official stand regarding this development. Mr. Frederick L. Guggenheimer of the New York Section, director of Camp Winnebago, accepted the commission of forming a committee and presenting a preliminary statement for consideration by the Board of Directors. The report of this Committee was promptly received, and subsequently presented to the Board in October, 1946, and again on January 31, 1947. At the latter meeting a special committee of the Board was appointed by the chair to revise the statement as originally made. The following "Resolution on the Role of Camping in Public Education" culminates the work of these special committees and was adopted by the Board before its adjournment. Once again the ACA is indebted to Mr. Guggenheimer for a special piece of work promptly and well done.

BARBARA ELLEN JOY
PAST PRESIDENT ACA

Report of the Committee

In approaching this subject your special committee has in mind the objectives of the American Camping Association, as briefly stated in Article II of its Constitution, as follows: "To further the interests and welfare of children and adults through Camping as an educative and recreative experience."

In view of that statement of objectives, it would appear that any movement for the extension and further development of camping, either by private or public agencies, becomes of immediate importance to the Association, and should engage its immediate and active consideration. This would seem to be especially true with respect to activities by Governmental agencies with respect to "Public Education" and facilities.

In formulating its view, your special Committee deemed it necessary to determine precisely what is meant by the phrase "Public Education" which is susceptible of several meanings. For the purpose of this report it is construed to mean education, including curriculum and procedures, in both our public and private schools.

It is assumed that all educators, including qualified camp directors and the public generally, now accept the thesis that camping, as we know it in the best private and organization camps throughout the country, is educationally valuable to youth. While at present only three to five per cent of American youth have an opportunity for camp, in addition to their schoolroom experiences, and since it is believed, as stated above, that all children in the interests of a complete educational program should experience the benefits of camp life, your Committee recommends that it is the proper, desirable and necessary function of the ACA to take affirmative steps to achieve this end. It therefore suggests the following immediate program:

1. The ACA should formally resolve and publicly affirm whenever and wherever possible its conviction that the experiences and the learning to be acquired from outdoor living, in the environment of good camping, are not only desirable, but are essential in the development of a well-rounded and satisfactorily adjusted personality, and to the complete education of our youth.
2. That the camping program, assuming that it meets certain basic criteria in education, should be an integral part of the educational system.
3. That it should be the aim and purpose of all forward-looking American educators to see to it that every child in America shall, at the earliest possible moment, have camping experiences as a

part of his educational life, and that the ACA will actively work to that end.

4. With respect to Governmental Agencies and Camping:

a. It should be promptly established as the forward-looking policy of the ACA to approve and further any and all desirable plans for the establishment through Government action of public camps.

b. Through the National organization or its sections, the ACA should inform itself and its members of all Federal and local programs, legislative or otherwise.

c. Necessary Committees, both National and Sectional should be organized for the careful study and consideration of Governmental proposals, either administrative or legislative, for the furtherance of public camping.

d. Upon the basis of such studies, the ACA and its Sections should be prepared to take affirmative action, and to recommend such affirmative action to its members and sections.

5. To the end that the professional status of organized camping may be achieved and recognized by educators in other fields, and by the public as well, the ACA should:

a. Through duly organized active and qualified Committee formulate and recommend and work for the adoption of certain fundamental, prerequisite educational minimum requirements for both directors and staff members, as well as curriculum.

b. The ACA through said Committee, should also actively seek to influence teachers and colleges to the realization that their proper function should be the preparation of well rounded educators in the broadest sense of the word, teachers who will be prepared to educate their students in desirable learning situations in the classroom, in the out-of-doors, and in camp.

6. With the thought of furthering the public and educational acceptance of the professional status of those engaged in camping, your Committee recommends that the ACA consider and explore the possibilities involved in affiliation with the NEA.

A RESOLUTION

By The American Camping Association On the Role of Camping in Public Education

Whereas, the experience and the learning to be acquired from outdoor living in the environment of good camping are desirable and essential in the development of a well-rounded and satisfactorily adjusted personality; and

Whereas, good camping is first of all an educational process and should be an integral part of the total education of our youth;

Be it resolved, that the members of the American Camping Association, through their delegates in the Board of Directors:

1. Believe that an experience in camping should be made available to all boys and girls, under private or public auspices.
2. Express their conviction that this experience in camping should be extended in accordance with the ideals, standards and practices recommended by the American Camping Association and the United States Office of Education.
3. Recognize our responsibility as the nationally established camping group to use our resources in extending camping through the public school systems.

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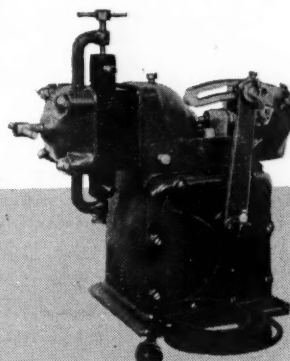
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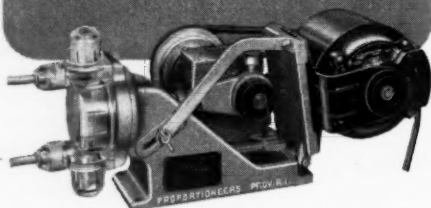
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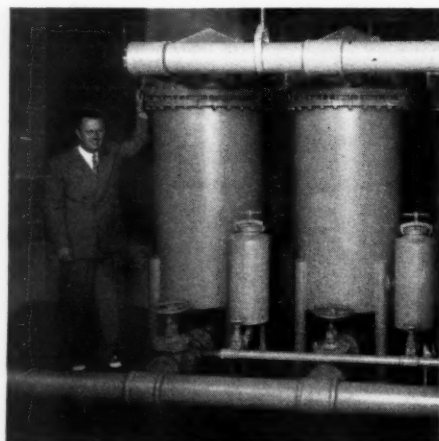
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College Camping Courses

By Helen M. Stewart

THE MOST essential part of the camp organization is the leadership. The camp program and the camp spirit will only be as strong as the weakest counselor. Therefore, it becomes the job of the camp director to select well trained, well adjusted young people as group leaders.

The majority of the camping personnel are college graduates or college students. Each counselor must possess the technical skill for which he is employed, but to be a real counselor he should possess certain camping skills.

A college camping course is one way of giving the prospective counselor an insight into the field of camping. Naturally, each course will differ, the course content being governed by the experience of the instructor and the facilities at hand. To be of value, a camping course on the college level should present both the theoretical and practical side of camp life. First, the student should be given an understanding of the qualifications he must possess in order to apply for a counseling position. Second, the responsibilities that must be under-

taken as a group leader should be stressed. Third, the student should recognize the educational values of camping and realize the benefits the camper should derive from camp life and group living. Fourth, the practical skills, fire building, outdoor projects, use of axe and knife and outdoor cookery should be experienced.

As the camping movement grows, colleges are meeting the demand for trained counselors by offering camping and campcraft classes. Approximately 1430 students participated in camping classes in 50 institutions during the 1945-46 school year. We list below a number of schools and colleges offering a camp counselor training course.

Alabama College, Montevallo, Alabama.

Albion College, Albion, Mich.

Antioch College, Yellow Springs, Ohio.

Arkansas State College, Jonesboro, Ark.

Barnard College, New York City.

Butler University, Indianapolis, Ind.

Carleton College, Northfield, Minn.

Central College of Education, Ellenberg, Wash.

College of the Pacific, Stockton, Calif.

College of St. Catherine, St. Paul, Minn.

Cortland State Teachers College, Cortland, N. Y.

Eastern Oregon College of Education, LaGrande, Ore.

Florida State College for Women, Tallahassee, Fla.

Fresno State College, Fresno, Cal.

George Peabody College, Nashville, Tenn.

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Booths number 27 and 28 . . . Annual Convention of the ACA, Biltmore Hotel, March 22 thru 25th, Los Angeles, Calif.

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 Mary Washington College, (University of Virginia), Charlottesville, Va.
 Miami University, Oxford, Ohio.
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 Murray State College, Murray, Ky.
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 New York University, New York City.
 North Central College, Naperville, Ill.
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 Ohio University, Athens, Ohio.
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 Stanford University, Calif.
 State College of Washington, Pullman, Wash.
 Syracuse University, Syracuse, N. Y.
 Teachers College, Columbia University, New York City.
 Teachers College, Duluth, Minn.
 Temple University, Philadelphia, Pa.
 Texas State College for Women, Denton, Texas.
 University of Arizona, Tucson, Ariz.
 University of California, Los Angeles, Calif.
 University of Colorado, Boulder Colo.
 University of Georgia, Athens, Ga.
 University of Iowa, Iowa City, Iowa.
 University of Michigan, Ann Arbor, Mich.
 University of Minnesota, Minneapolis, Minn.
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(Continued from page 13)

4. The group got started back to camp later than expected. There was a moon and some of the girls paired off with some of the boys. This was inevitable, but difficult for some of the less popular girls.

5. In spite of the difficulties, the girls had a good experience in planning the activity.

The record was used as the basis for an interesting discussion in a staff meeting which increased counselors' understanding of planning co-ed activities with teenage girls. It also increased their understanding of interracial factors in programming.

Records can be dangerous, rather than helpful, if misused, and especially if their confidential nature is not kept in mind at all times. They should be discussed only with the immediate supervisor, or in staff meetings for study purposes. They should never be discussed where campers can possibly overhear, or with other staff members, unless there is a good purpose for doing so. This cannot be stressed too strongly.

In summary form, then, these are the reasons for keeping records.

1. A counselor is with the campers day and night in a stimulating environment. He is bound to know them well and learn much about them. It helps the counselor to think about each camper as a personality in his own right. He sees on paper the camper's interests, background, progress and retrogression at camp. He can study this record frequently, and make plans accordingly.

2. It helps the camp staff to know where and how they are going.

3. It helps the counselor and staff as a whole to evaluate the real value of the program and services of the camp. This can be done only in terms of their meaning to specific individuals and groups.

4. It helps the camp to interpret to the public the needs it meets and the program it carries on.

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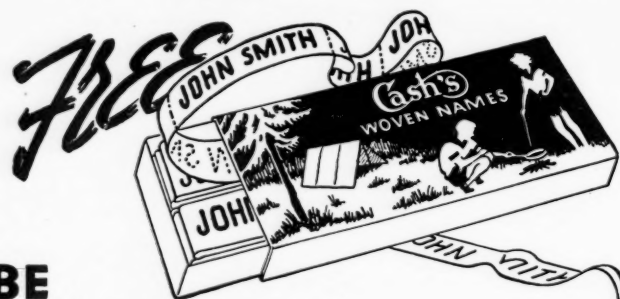
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With the Sections

More Real Camping in Oklahoma Camps

A Camping Institute is now being held annually on the campus of the University of Oklahoma. Its program is planned so as to furnish training for both the camp counselor and camp administrator. Sponsored by the Department of Physical Education for Women and the Extension Division of the University, the program is planned by camping leaders throughout the state. Experts in the field of camping are brought in to discuss felt needs. The theme of the 1947 meeting was "More Real Camping in Ok-



lahoma Camps." The program included discussions on Camp Administration, Program Planning, The Work of the Oklahoma Planning and Resources Board and its Implications to Organized Camping, Keeping Campers Healthy, Meeting the Challenge of the Older Campers, Being a Good Counselor, Nature and Nature Craft. There was participation in group singing sessions, a cook-out, and a camp-fire program. The Oklahoma Section of the American Camping Association was organized at this meeting.

Plans are now underway for the 1948 Institute to be held on April 3 and 4. Topics to be included on the program will be International Camping, Promoting Camp Attendance, Learning Skills



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with Natural Materials, Utilizing Natural Materials in the Camp Program, Camp Devotionals, Camp Administration Problems, Stunt Nights, Special Programs, and Camp Fire Programs.

Most of the sessions are set up on a working basis. The members of the group actually work out the camp fire program to be used at the evening camp fire. They actually have the outdoor cooking experience. They will have sessions at the 1948 institute where they use indigenous materials in making craft articles.

Dr. Nash to Address Meeting

Members of the Southeastern Section will be interested in the convention of the Southern District of the American Association for Health, Physical Education and Recreation, scheduled to meet in Birmingham, Alabama, from February 18 to 20. The meeting of the camping section will be held at the YMCA, Thursday, February 19, from 3:45 to 5:15 p.m. Dr. Jay B. Nash, Director of the Department of Health and Physical Education at New York University, will speak on the topic "Camping and Education."

Southeastern Section Plans Convention

An interesting newsletter received from the President of the Southeastern Section tells of a change of plans for the sectional meeting. Originally scheduled for the Assembly Inn at Montreat, the meeting will now take place in Asheville in the Battery Park Hotel, April 8, 9, and 10, 1948. Fortunately this date coincides with the spring vacation of Dr. Henry Busch, who is again to be one of the key speakers and discussion leaders.

Wisconsin Discusses Food Planning

The December bulletin of the Wisconsin Section reports the mid-winter Section meeting, which was to be held in Camp Timber Trail, near Oconomowoc, Saturday and Sunday, January 17 and 18.

A representative of the Wisconsin Dairy Council was at the meeting to discuss the matter of plan-

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K3187 This kit is similar to K187 but contains parts and trimmings to make 15 beanies for boys. Price complete \$3.90.

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ning food for camps. Robert Meinholtz, an expert on food purchasing, led a discussion on food costs, food purchasing and camp fees for 1948.

St. Louis Section Training Course

The camp counselor training course of the St. Louis Section is a 32-hour theory course ending with a three day "in-camp" practical demonstration institute at Sherwood Forest Camp. The training course will be held at Harris Teachers College and will be taught by a selected staff of camp executives under chairmanship of Alfred Wyman. The spring conference will be held at Sherwood Forest Camp April 30, May 1 and 2. Usually this conference has accommodated over 200 students-in-training and camp executives.

Indiana Section Holds Annual Meeting

At the annual meeting of the Indiana Section, Mr. Raymond C.

Bogden, Boys' Club, Muncie, Indiana, was elected Section President. The first draft of the minimum standards prepared by this Section for possible adoption at the National Convention in March was reviewed at this time.

Section Presidents

Allegheny: Rev. James P. Logue, 7114 Kelly Street, Pittsburgh, Pennsylvania
Arizona: George Miller, 25 E. Van Buren St., Phoenix, Arizona.
California Central Valley: R. W. Bope, 137 N. San Joaquin, Stockton, Calif.
Central Illinois: Christine P'Simer, 1460 W. Macon, Decatur, Ill.
Central New York: Aaron E. Rose, 1104 Madison Street, Syracuse, N. Y.
Central Ohio: Miss Kay Kauffman, 55 East State Street, Columbus, Ohio
Chicago: Mrs. Ada Y. Hicks, Bowen Country club, Waukegan, Ill.
Colorado: Mrs. Evelyn Hayden, 1260 Albion, Denver, Colo.
Hawaii: Elizabeth Whittemore, G. S. of Oahu, 1641 S. Beretania St., T.H.
Indiana: Raymond C. Bogden, Boys' Club, Muncie, Ind.
Iowa: J. W. Norfolk, BSA, Mason City, Iowa
Lake Erie: Arthur A. Beduhn, 3016 Woodbury, Shaker Heights, Ohio.
Louisiana: C. J. Phayer, Camp Namequoit, Lou. State Univ., Baton Rouge, La.
Michigan: R. D. Miller, YMCA, 1110 Jefferson, Toledo, Ohio
Minnesota: Lyndon Cedarblade, 2723 E. 38th Street, Minneapolis 14, Minn.
Missouri Valley: Miss Janet Murray, 1020 McGee Street, Rm. 201, Kansas City 6, Mo.
National Capital: Rudolph Gaber, YMCA, Washington, D.C.
Nebraska: Miss Hortense Geisler, 416 Sunderland Bldg., Omaha 2, Nebr.

New England: S. Max Nelson, 110 White St., East Boston, Mass.
New Jersey: Louise M. Arangis, 820 Broad Street, Newark, N. J.
New York: Edward M. Healy, 48 Jane St., New York, N. Y.
Northeastern New York: Miss Jean Tanguary, Camp Fire Girls, 87 Third St., Troy, N. Y.
Northern California: J. P. Hargrove, 458 Guerrero St., San Francisco, Calif.
Ohio Valley: Sara Frebis, 213 Dixie Terminal Bldg., Cincinnati 2, Ohio.
Oklahoma: Miss Henrietta Greenberg, Dept. of Physical Education, University of Oklahoma, Norman, Oklahoma.
Oregon: Mrs. Elizabeth Church, 6636 N. Missouri, Portland, Oregon
Pennsylvania: Mr. W. V. Rutherford, Boy Scouts of America, 22nd and Winter Streets, Philadelphia 3, Pa.
St. Louis: Mrs. Ruth Becker, 8040 Davis Drive, Clayton 5, Mo.
San Diego: Edwin E. Pumala, City County Camp Commission, Civic Center, San Diego 1, Calif.
San Joaquin: Mr. C. F. Mueller, YMCA, 1715 - 11th St., Reedley, Calif.
Southeastern: Miss Mary W. Gwynn, Brevard, N.C.
Southern California: Kenneth Zinn, YMCA, Los Angeles, Calif.
Southwest: Mr. Orrin Blanchard, YMCA, Houston, Texas
Tennessee Valley: Henry G. Hart, Division of State Parks, 310 State Office Bldg., Nashville, Tenn.
Tri-State: Julia Hope Hall, 196 Monroe, Memphis, Tenn.
Wasatch: Rock Kirkham, National Director of L.D.S. Service, B.S.A., 50 No. Main St., Salt Lake City, Utah.
Washington: W. D. Rounsavell, B.S.A., 5118 Arcade Bldg., Seattle 1, Wash.
Wisconsin: R. Alice Drought, Auer Park, Pewaukee, Wisconsin.

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☐ Sustaining (\$50 per year)

for which I enclose check, money order, or cash to cover.

To apply for membership, fill out this blank and return it with your remittance to your section treasurer. For detailed information on ACA and types of membership shown above, see the brochure "The ACA, What's It," or write your section president.

Name.....
 Organization or Individual

Affiliation.....
 Camp or organization name

Permanent mailing address.....

Type of camp:.....
 Agency, church, school, private, etc.

Owned or Operated by.....

Camp Director.....Address:

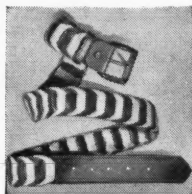
Winter.....

Summer.....

If accepted into membership, I agree to abide by the Constitution and By-Laws of the American Camping Association and to give active assistance toward attaining its goal. I am aware of the high standards set for and by members of the Association and I hereby indicate my intention to uphold these standards to the best of my ability.

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The Camping Bookshelf

Edited by Reynold Carlson, Chairman
ACA Studies and Research Committee

Toward Better Camping

A Procedure for the Administration of National Standards for YMCA Camps. Developed by the National Commission on Camp Standards of the National Boys' Work Committee of the Young men's Christian Association; published by Association Press, 347 Madison Avenue, New York City 17; 1947.

Early objectives and present objectives in YMCA camps are here considered. Present objectives are given as: health and safety, social adjustment, the acquisition of knowledge and development of skills and interests, habit formation, experience in democratic living, and appreciation of spiritual values. Procedures for national recognition in camping are given. In order to receive a national charter the local camp committee must evaluate its practice against the standards, and, if standards are met, make application to area or state office. The camp must also suggest improvements for following years and submit evidence each year of such improvements having been made.

This is a valuable book to consult if you are interested in the improvement of camping.

The Outdoor Book

By Wanda Taylor Linderman; published by the Program Department, Camp Fire Girls, Inc., 88 Lexington Ave., New York City; 1947; 124 pp.

Many types of hikes, cookouts, and camping trips are described enthusiastically in this book which, though designed especially for leaders of Blue Birds, Camp Fire Girls, and Horizon Clubs, is useful to leaders of any group which long to set their feet on the open road. Practical suggestions

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for planning the trip, safeguards, clothing, equipment, and food are given. Menus and recipes and fire-building rules are also included, along with suggestions for outdoor nature activities, games, songs, and evening programs.

Day Hikes

Published by Girl Scouts, 155 E. 44th St., New York City 17; 45 pp.; Cat. No. 20-603; 20 cents.

Where to go, how to plan, what to do, how to go, what to wear, what to carry, are among things considered. Here also you will find points on fire building, menus, cookery, and games.

Recreation Areas, Their Design and Equipment

By George D. Butler; prepared for National Recreation Association and published by A. S. Barnes and Co., 67 W. 44th St., New York City 18; 1947; 174 pp.; \$6.00

Though intended primarily for use by those planning recreation areas, this is a valuable reference work for those doing camp planning. Data on municipal camps, day camps, nature museums, swimming pools, council rings, and playing fields of all types will be of interest to camp planners.

Chef's Guide to Quantity Cookery

By J. H. Breland; published by Harper and Brothers, 49 E. 33rd St., New York City 16, 1947; 470 pp.; \$6.00.

Many specialty dishes as well as simple dishes are included in this comprehensive book. Quantities of ingredients are stated both by volume and by weight, portion sizes are suggested, and most recipes are given on the basis of 25 portions. Preparation time and cooking temperatures are indicated.

OBITUARIES

Mrs. Charles E. Cobb

It is with sincere regret that we announce the death on December 26 of Mrs. Charles E. Cobb, of Denmark, Maine, one of the pioneers in the camping movement. Back in the '90's, Mr. and Mrs. Cobb started Camp Wildmere, in 1902 Camp Wyonegonic and in 1908 Camp Winona.

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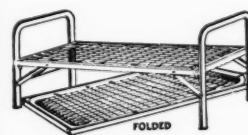
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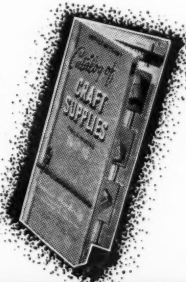
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News Notes

Motorless, Pumpless Chlorinator

Paddock Sales of Texas, 900 So. Ervay St., Dallas, have developed a water chlorinator, "Sureclor" which, operating without motor or pumps, is said to be especially designed for the sterilization of small pressure water systems.

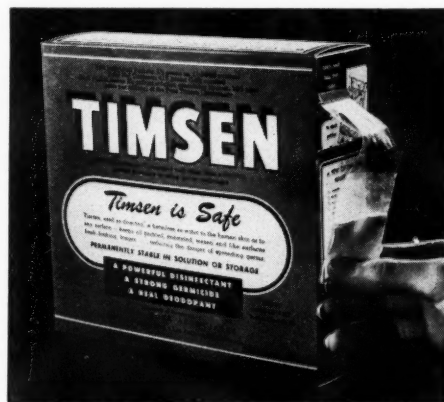
Play Written by Director

Busy camp directors invariably are crowded for time. Presumably it is the exception that proves the rule for Abraham Mandelstam, director of Camp Wigwam, has found time, in collaboration, to write a play, based on the novel "Bonfire" by Dorothy Canfield Fisher. It had its tryout in Maine this summer and is now being considered for Broadway.

Disinfectant comes in Individual Packets

A new type disinfectant is now ready for distribution in an entirely new form and package, under the trade name of "Timsen."

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CLASSIFIED ADVERTISEMENTS

Help Wanted

WATERFRONT — swimming director wanted by one of the oldest boys' camps in the Mid-West. Salary open. Write Box 593, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

PROGRAM DIRECTOR, mature man wanted for large New England organizational boys' camp. Please write details of experience to Box 594, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

COUNSELOR APPLICATIONS WANTED — Mature women, 21-35 interested in educational aspects of camping. Maine camp. Sailing, Canoeing, Archery, Riflery, Handicrafts stressing Ceramics, Leather, Metalwork, Nature, Music, Secretary, Dietitian, Nurse. Red Cross swimming certification requisite for every counselor. Write Miss Mary Parkinson, 59 Pineapple St., Brooklyn 2, N. Y.

EXPERIENCED ARTS AND CRAFTS and nature counselor wanted for boys' camp located in the Missouri Ozarks; 8 week term starting June 27. State age, experience and salary. Write Ben J. Kessler, 7540 Wellington Way, Clayton 5, Mo.

WOMAN CAMP DIRECTOR wanted for girls' welfare camp, (English speaking) 60 miles from Montreal. Experienced in program planning and all-round camp organization. State age, experience and salary required. Reply to Junior League Camp, Ritz Carlton Hotel, Montreal, Quebec, Canada.

CAMP IRONWOOD, Harrison, Maine — Mature male members of counselling staff, interested in forming more or less permanent association with progressive co-educational camp, joining a working team in study and research combined with individual counselling and activity leadership. Write Sebago School, 5521 Cates Ave., St. Louis 12, Mo.

TEELA-WOOKET CAMPS, for girls 6-18, Roxbury, Vermont, has opening for counselors in the following departments: Swimming, Dancing, Crafts, Outdoor Camping, Archery, Dramatics, Rifle, Golf, Nurses. If interested, write direct to C. A. Roys, 18 Ordway Road, Wellesley Hills, Mass.

(Continued on page 38)

CLASSIFIED ADVERTISEMENTS

(Continued from page 37)

Position Wanted

WATERFRONT DIRECTOR — Instructor's rating in Naval Aviation Swim Program. Red Cross Safety Instructor's rating. Graduate of Boy Scout aquatic school in boating, canoeing, life saving and swimming. Six years' teaching experience including waterfront director of Nebraska camp for 1947 season. Senior at University of Missouri. Plans professional career in Boy Scouts. Age: 20 years. Write R. A. Merrill, 1213 University, Columbia, Mo.

CAMP DIRECTOR'S POSITION desired by capable woman with ability to assume complete charge. Experienced in both private and organizational camps. Please write full details to Box 579, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

WATERFRONT DIRECTOR position wanted in a modern Jewish camp by Veteran. Eight years' waterfront experience. Red Cross Water Safety Certification. Philadelphia teacher, M.S. Age: 32 years. Minimum salary \$600. Write Box 587, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

CAMP DIRECTOR, experienced, private and organization camps; high school instructor, MA degree; trained and experienced in group work activities, administration, programs, counseling, dramatics, scouting. Write Box 597, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

EXPERIENCED BOOKKEEPER-SECRETARY desires position in either boys' or girls' camp. New England section preferred. Write Box 601, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

DIRECTOR OR HEAD COUNSELOR position wanted in girls' camp. Sixteen years' camping experience, degree in Physical Education. New England area preferred. Write Box 600, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

CAMP DIRECTOR or assistant position wanted. High School teacher, male, 35. Experience as counselor and section "Y" camp; also private camp and three seasons as camp director. Any location considered. Write P. O. Box 806, Martinsburg, West Va.

CAMP DEVELOPMENT AND PROGRAM director—training and experience in construction and landscape engineering. Graduate degree in Group Work Education. Twenty years' in recreational, educational and camping development and administration. I know what makes campers come and keep coming. Interested only in year-round position. Will consider any combination of camp and other program development and administration. Write Box 605, Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

Position Wanted

TRAINING FOR SONG LEADING counselors, individual or in groups, given by Mary Sanders. Ten years' song leading at Camp Edith Macy. Compiler of "Our Songs" for ages 7 to 11 and "Sing High, Sing Low" for ages 11 to 17. Write 205 East 78th St., New York 21, N. Y.

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For further information, write Box 602 Camping Magazine, 181 Chestnut Ave., Metuchen, N. J.

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DRUGS AND SUNDRIES at wholesale. Order your camping needs now! First Aid supplies, disinfectants, toilet tissues, soap, Kleenex, Kotex, chemicals, cosmetics, toiletries, etc. Send for quotations. Any brand, any amount. Levitt Drugs, Dept. CM, 307 Sterling St., Brooklyn, N. Y.

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